

**CORE CURRICULUM AND MINIMUM ACADEMIC STANDARDS FOR THE  
NIGERIAN UNIVERSITY SYSTEM  
(CCMAS)**

**FOR**

**MODERN EUROPEAN LANGUAGES (GERMAN)**

### **Senate-Approved Relevance**

This course is relevant to the overall vision of the University of Ibadan, 'To be a world-class institution for academic excellence geared towards meeting societal needs.' The course is a German language module for complete beginners. No previous knowledge of German is required. It aims to provide students with basic competence in reading, writing, listening and speaking German and with a sound understanding of basic German grammar. It is audio-visual because the students are introduced to basic German grammar with audio material as well as short films on TV and computer

### **Overview**

The importance of German as a degree programme has been shown by the level of importance attached to the language all over the world. It has over 100 million L1 speakers, and is a vital second or third language in most parts of Europe. Economically, Germany is a giant. Furthermore, German is the second most commonly used language in the academic world, and Germany is the third largest contributor to research and development worldwide. The knowledge of German, therefore, is an important skill and this course is a vital introduction to the language.

### **Objectives**

The objectives of the course are as follows:

- i. to introduce the German language from the most basic level to complete beginners;
- ii. to point out similarities and differences between German and English, with both languages being Germanic languages;
- iii. to introduce the use of advanced methods of language learning – audio, video and computer;
- iv. to introduce cultures of the German-speaking world, which includes not only Germany but also Austria, Switzerland and Liechtenstein;
- v. to stress the importance of German and the German speaking world in world academic, economic and political discourse.

### **Learning Outcomes**

On completion of the course, students should be able to:

- i. show that they have gained basic functional, interactive abilities in German (listening, speaking);
- ii. show that they have learned basic literacy skills (reading, writing);
- iii. show their knowledge of the cultures of the German-speaking world, which includes not only Germany but also Austria, Switzerland and Liechtenstein
- iv. show that they have begun to develop transcultural awareness.
- v. understand the importance of German and the German speaking world in world academic, economic and political discourse.

### **Course Content:**

The course content includes: Introduction to peculiarities of the German Language, especially as to where it differs from English, German special letters and sounds, German greetings and introductions, the definite and indefinite articles, the nominative and accusative cases

### **Minimum Academic Standards**

Standard Language Laboratory equipped with computers and video viewing facilities, smart board, Films, German learning software, Loudspeakers

=====

UI-GER 110 **Introduction to Economic Geography of Germany** (2 Units; Elective; LH=30)

### **Senate Approved Relevance**

This course upholds the overall vision of the University of Ibadan, “To be a world-class institution for academic excellence geared towards meeting societal needs.” This is because the course on introduction to economic geography of Germany besides providing knowledge of basic facts on the spatial organisation and structure of the German economic area also reveals the reasons and methods of development that can inculcate transferable knowledge and critical decision making skills on business and trade, entrepreneurship and economic developmental issues; thereby, contributing to the mission of the university to produce graduates who are worthy in character and sound judgement that can drive the transformation of society through creativity and innovation.

### **Overview**

The German economy is the fourth largest in the world after the United States, China and Japan and the largest economy in Europe. It is one of the leading innovative economies of the World and the third largest export nation globally. This course will focus on the survey of location of national resources and dependent industries, of dense economic centres, growth and nation building. This course will be enhanced and augmented by viewing and discussing some films on economic, physical and settlement landscape.

### **Objectives**

The objectives of the course include:

- Explaining the meaning and importance of economic geography
- Providing understanding to Germany’s type of economy and why
- Finding out the important economic activities of Germany and their locations
- Tracing the effects of geography on economy

### **Learning Outcomes**

On the successful completion of this course, students should be able to:

- i. discuss the meaning and list the importance of economic geography

- ii. demonstrate understanding of Germany's type of economy and list reasons for the adoption of the economy type
- iii. identify key economic activities of Germany and how they are determined or influenced by their locations
- iv. list how geography affects economies

### **Content**

The course content includes meaning and importance of economic geography, geographical landscape of Germany, the German economy, location of key natural resources, economic activities of geographic regions,

### **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, relevant textbooks on economic geography, maps, relevant Films on Germans' settlements, film viewing equipments, manuals.

=====

UI-GER 111 **Peoples and Geography of Contemporary Europe** (2 Units; Elective; LH=30)

### **Senate Approved Relevance**

This course aligns with the overall vision of the University of Ibadan, "To be a world-class institution for academic excellence geared towards meeting societal needs." This is because the course on *Peoples and Geography of Europe* will enable students to acquire cultural awareness through the knowledge of the various peoples and regions of contemporary Europe including their cultural and regional uniqueness. These knowledge and awareness build transferable cultural competence that will be important to global interconnections at various levels of critical interaction be it personal, group, state, others. Thus the course contributes to the efforts of the University to meet the needs of the immediate and larger society and the global village by producing graduates who are "worthy in character and sound judgment."

### **Overview**

Europe is the closest continental neighbour to Africa and has wielded the most influence on African culture(s) and African affairs. It is only logical that we in Africa are equally knowledgeable of these people and cultures that have so impacted us. This course will focus on linkages between modern Europe, a survey of its human geography and regional groupings and the various cultural or national identities involved in intra-European relations. Issues of identity will include brief overviews of history, politics, society, languages, religion and culture. What constitutes the major characteristics of identity of a particular country or region or cultural grouping. This course will be enhanced and augmented by viewing and discussing some films on European peoples, settlements and lifestyles.

### **Objectives**

The objectives of the course include:

- i. explaining the relationship between geography and culture

- ii. creating awareness to European ethnocultural identities with emphasis on the French, Germans and Russians
- iii. promoting understanding of the geographical groupings of European peoples
- iv. enhancing contrastive and intercultural awareness of differences between European and African/Nigerian people and cultures

**Learning Outcomes**

On the successful completion of this course, students should be able to:

- i. demonstrate understanding of the relationship between geography and culture
- ii. identify particular European cultures and ethnocultural groupings
- iii. discuss logically what 'European identity' is, what 'European culture' is, and when and why each of them can be referred to in the singular or the plural (cultures, identities).
- iv. list some similarities and differences between European and African/Nigerian cultures

**Content:**

Content includes: General Geographical facts of Europe, major settlement migrations of European peoples; European peoples by Ethno-cultural groupings(Slavic Europe; Germanica; Romance, the Celts, the Balts, Greeks, Albanians, and Finno-Ugric, others); European peoples by geographical groupings(**Northern** - Denmark, Estonia, Finland, Iceland, Ireland, Latvia, Lithuania, Norway, Sweden, United Kingdom; **Western** – Austria, France, Germany, the Netherlands, and Switzerland; **Eastern** – Belarus, Bulgaria, Czech Republic, Hungary, Moldova, Poland, Romania, Russia, Slovakia, Ukraine; **Southern** – Albania, Andorra, Bosnia and Herzegovina, Croatia, Cyprus, Gibraltar, Greece, Italy, Kosovo, Malta, Montenegro, North Macedonia, Portugal, San Marino, Serbia, Slovenia, Spain, Turkey, Vatican City); European peoples by subregional cultures and geopolitical groupings(The Scandinavians, The Baltics, The Balkans/South-East Europe, the Iberians, others).

**Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, relevant textbooks on European peoples and cultures, maps, relevant Films on European peoples and settlements, film/video viewing equipments.

=====

### **Senate-Approved Relevance**

Training highly qualified and highly skilled graduates that can mediate the exchange of knowledge and sharing of cultures across the boundaries of differences in languages and cultures through translation and thus connecting peoples in the global village aligns this course in practical translation to the overall vision of the University of Ibadan, “To be a world-class institution for academic excellence geared towards meeting societal needs.” The relevance of the course lies in its contribution to the development of the cumulative skills and competence of our graduates to meet the need for the exchange of knowledge through German translation in various sectors of society including commerce, education, administration, banking and finance, political relations, others.

### **Overview**

There are over 130 million speakers’ of German globally making German the 12<sup>th</sup> most spoken language in the world. It is, however, the most widely used language in Europe, with little over 100 million native speakers after Russian, with 110 million. The German language has been influential in the fields of philosophy, religion, science, and technology. Given the very close multidimensional relationship between Africa and Europe and the facts that the German economy is the fourth largest globally after the United States, China and Japan, the strongest in Europe, the dominant economy in the European Union (EU) and the Nigerian economy, being the largest in Africa, it is only certain that language contacts between Germany and Nigeria in particular will be intense and will need the services of competent bilinguals and translators to mediate between language and communication differences in various sectors. This course contributes to building the translator capacity to aid these relationships.

### **Objectives**

The objectives of the course include:

- a. acquaint students with the basic tools and techniques/rules for translating simple and slightly complex texts of various registers from German into English
- b. enhance students’ awareness of the contrasts in level-appropriate English and German lexical, syntactic and semantic structures
- c. promote students’ ability to deal with some difficult aspects of German grammar and structures
- d. serve as an aid to vocabulary acquisition
- e. consolidate theoretical knowledge gained through practice with selected German texts.
- f. develop writing abilities in both German and English appropriate to language level

### **Learning outcomes**

On completion of the course, students should be able to:

- a. become familiar and state clearly the basic tools and techniques/rules for translating simple and slightly complex texts of various registers from German into English
- b. identify level-appropriate contrasts in lexical, syntactic and semantic structures between German and English

- c. demonstrate user-ability with new vocabularies acquired in the course of practical exercise
- d. show mastery of some difficult aspects of German grammar and structures in their language level through practical exercises
- e. demonstrate fluent and unobtrusive writing through practical translation exercises from German to English

### **Course Content**

This includes the idea and importance of Translation, translation and Foreign Language learning, the translator and his role, texts for translation, types of translation, basic mistakes in translation; practical work with authentic texts. Emphasis is on some of the difficult areas in German into English translation such as continuous tenses in English(non in German), past tenses, conjunctions and particles in translation, prepositional phrases, clauses and idiomatic differences, and so on.

### **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, Translation resource materials, German and English grammar textbooks, bilingual German and English dictionaries.

=====

UI-GER 210 **INTRODUCTION TO LITERARY APPRECIATION** (2 Units; Elective; LH=15)

### **Senate-Approved Relevance**

This course aligns with the overall vision of the University of Ibadan, “To be a world-class institution for academic excellence geared towards meeting societal needs.” Through exposing students to the understanding of different worlds, values, ethical standards and traditions and individual life experiences as they are creatively fictionalized in literary texts, the course on literary appreciation will instill broadmindedness in students, ability to appreciate difference and otherness and to make critical judgments, thereby, contributing to the efforts of the University to meet the needs of the immediate and larger society and the global village. The course will also further the University’s mission to “produce graduates who are worthy in character and sound judgment.”

### **Overview**

Literature encapsulates different worlds, thoughts, cultures, collective and individual life experiences and relationships in literary texts. The course familiarizes the students with the concept and essence of literature as arts and a discipline in the humanities, with techniques of literary appreciation and to apply these to the reading and interpretation of German texts. Texts to be selected for the course will be short German literary texts of different genres, authors and literary epochs that will fall within and enhance the expected appropriate German language competence level attainable by the students.

## **Objectives**

The objectives of the course include:

- a. introducing the meaning and essence of literature as an integral part of the humanities and the B.A. programme in German studies
- b. reviewing genre (sub)categories and literary elements with their equivalent terms and concepts in German and identifying key details in texts
- c. familiarizing the students with the unique characteristics of literature and literary appreciation
- d. acquainting the students with the basic tools and unique procedures that will enable them to meaningfully read and analyse literary texts
- e. practicing appreciation with selected German short texts
- f. preparing the students for further studies in literature and literary criticism

## **Learning Outcomes**

On the successful completion of this course, students should be able to:

- a. communicate the meaning and essence of literature as an integral part of the humanities and German Studies
- b. explain the genre categories and elements of literature with their German equivalent terms and concepts
- c. discuss the concepts, principles and procedures that are needed for the meaningful study and enjoyment of literary works
- d. recognize the techniques needed in literary appreciation
- e. demonstrate critical skills in the appreciation of German short texts
- f. enjoy and appreciate any literary work

## **Course Content**

This includes the concept of Literary Appreciation; conception, scope, functions and genre of Literature; the meaning and major classifications of prose in German Literature; elements of prose narratives and their application to texts; meaning and major classifications drama in German Literature; elements/Concepts/Conventions in Drama and their application to texts; meaning and major classifications of poetry in German Literature; elements of poetry and their application to texts; literary/figurative expressions in German and English; practical appreciation of German literary short texts.

## **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, German and English textbooks on literary appreciation, Anthology of German literary short texts.

=====



UI-GER 211 **INTRODUCTION TO GERMAN LITERATURE (20<sup>th</sup>C)** (2 Units; Electives; LH=30)

### **Senate-Approved Relevance**

This course immensely contributes to realising the overall vision of the University of Ibadan, “To be a world-class institution for academic excellence geared towards meeting societal needs.” One of the ways of knowing a people and culture is through the critical reading of their literature from the backgrounds, traditions and experiences or biographies that produce the texts. Through exposing students to the understanding of the different worlds, values, ethical standards and traditions and individual and collective life experiences in German 20<sup>th</sup> century as they are creatively fictionalized in literary texts, the course on introduction to German 20<sup>th</sup> century literature will instill broadmindedness in students, ability to appreciate difference and otherness and the peculiar life experiences of Germans as they were captured in the literary times and texts and to make critical judgments, thereby, contributing to the efforts of the University to meet the needs of the immediate and larger society and the global village. The course will also further the University’s mission to produce graduates with emotional intelligence also and “who are worthy in character and sound judgment.”

### **Overview**

20th century German literature took place in a century of destruction and devastation (World War I & II, the Weimar Republic and Nazi Germany), of misery and suffering (the Holocaust, German expulsions and divisions). It was also a century of reconstruction, prosperity and reunification. The darkest and most joyous parts of German history took place in the 20th century. The course analyses German literary short texts selected from various literary periods and genres in the 20<sup>th</sup> century. As a background, it introduces the various German literary-cultural movements, trends/tendencies of the century with the attendant shifts in the historical, social, political and intellectual environments; how these affect the thematic concerns and development of literature. The biography of selected German writers of the literary movements, trends/tendencies are studied in relation to their texts. Selected texts are to be textually, historically and biographically analysed. This study will be enhanced and augmented by viewing and discussing some films and biography films dealing with various events, topics and personalities in German history of the period.

### **Objectives**

The objectives of the course include:

- i. surveying the socio-historical backgrounds and literary movements and/or trends in Germany in the period from 1900 to 1990
- ii. providing students with theoretical and practical knowledge about the works of modern German literary writers
- iii. enhancing the interpretative skills and competence of students at appreciating literary texts in their historical and author-biographical contexts
- iv. expanding students’ knowledge of German society and culture
- v. familiarizing students with the thematic concerns that shaped German literature in the 20<sup>th</sup> century

- vi. enhancing the German reading, speaking and aural skills of students using representative ‘klein epik’(short length) literary texts in prose, drama and poetry.

### **Learning Outcomes**

On the successful completion of this course, students should be able to:

- i. identify the German literary movements, trends and periods of the 20<sup>th</sup> century
- ii. demonstrate knowledge of important literary writers of German 20<sup>th</sup> C literature
- iii. expand and enhance their knowledge of German society and culture and place literary texts in a cultural and literary historical context
- iv. deepen their skills of literary appreciation and acquire additional vocabulary.
- v. Identify and discuss the thematic concerns in German 20<sup>th</sup> C literature
- vii. consolidate and extend their German reading, speaking, aural, and writing skills using representative ‘klein epik’ texts in prose, drama and poetry.

### **Course Content**

Literary movements, trends/tendencies of the period including Naturalismus (1880-1900), Impressionismus (1890-1920), Expressionismus(1910-1925), Avantgarde/Dadaismus (1915-1925), Weimar Literatur/Neue Sachlichkeit(1919-1932), Exilliteratur (1933-1945), Nachkriegsliteratur (1945-1950), Literatur der DDR (1950-1990), Literatur der BRD (1950-1990), Literatur Österreichs und der Schweiz (1950-1990); Short literary texts of various genres selected from the 20<sup>th</sup> century for practical analysis; biographical overview of authors of texts studied and others

### **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, German 20<sup>th</sup> century literary history textbooks, Anthology of German 20<sup>th</sup> century literary short texts, Films on German literary history periods, film/video viewing and audio equipments.

=====

UI-GER 212 **Birth of the German Nation-State (1789-1871)** (2 Units; Elective; LH=30)

### **Senate-Approved Relevance**

This course aligns with the overall vision of the University of Ibadan, “To be a world-class institution for academic excellence geared towards meeting societal needs.” Through exposing students to the understanding of how historical facts or events shape the German present and to understanding the dynamic process of historical and societal change the course on Birth of the German Nation-State will instill broadmindedness, ability to assess evidence, objectivity and critical competence in students, thereby, contributing to the efforts of the University to meet the needs of the immediate and larger society and the global village and as well further the University’s mission to “produce graduates who are worthy in character and sound judgment.”

## **Overview**

In December 800 AD, Pope Leo III crowned the Germanic Frankish King, Charlemagne, Roman emperor. The empire was mainly a Germanic conglomeration of hundreds of individual and tribal state-entities in western and central Europe. From 1512, the empire became known as the Holy Roman Empire of the German Nation; but as Voltaire, the French historian and philosopher, mockingly exaggerates its weakness in 1756, "*The Holy Roman Empire was neither Holy nor Roman, nor an Empire*" and it was not entirely German. The French revolution in 1789 catalysed events and experiences that led to the struggle of the German people to create a nation-state of their own amidst internal divisions and strife and external resistance. This course dwells on the development of German national sovereignty with an appraisal of major historical, political, social and economic factors that formed the experiences of the German people in their quest for a united German nation state within the period under study. This study will be enhanced and augmented by viewing and discussing some films dealing with various events and topics of German history in the period.

## **Objectives**

The objectives of the course include:

- i. survey the principal events in the German states between 1789 and 1871 that impacted on the formation of a unified the German nation-state
- ii. examine how the various political, social and economic factors contributed to the achievement of a united German nation-state
- iii. enhance the understanding of the Germans through their historical experiences
- iv. provide students with knowledge of how war, revolutions and civil agitations impacted on change
- v. provide the students with a comparative and critical basis for assessing and understanding the history of their own people and nation.

## **Learning Outcomes**

On the successful completion of this course, students should be able to:

- i. demonstrate awareness of some of the principal events in the German states between 1789 and 1871
- ii. identify how each of the various political, social and economic factors discussed in the course contributed to the achievement of a united German nation-state
- iii. identify and discuss some of the prominent German personalities that played key roles in the achievement of a unified German nation state
- iv. discuss the impact of war, revolution and civil agitation in bringing about change
- v. reflect on comparative issues in German and Nigerian history in the quests for statehood

## **Course Content**

This includes The German lands 'Germania' before the French revolution; the French revolution and the Napoleonic wars; the Rhine confederation, the Congress of Vienna and its outcome on

the German states; emergence, structure and administration of the German Confederation; industrial revolution and the social question; the Deutscher Zollverein and its effects; the 1848 German Revolution and its effects; Bismarck and the Austro-Prussian war; emergence, structure and administration of the North-German Confederation; Social and economic conditions; the Franco-Prussian war and the German Nation-state

### **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, German history textbooks, Films on German history, film/video viewing and audio equipments.

=====

UI-GER 212 **Consolidating Nation-Statehood (1871-1945)** (2 Units; Required; LH=30)

### **Senate-Approved Relevance**

This course aligns with the overall vision of the University of Ibadan, “To be a world-class institution for academic excellence geared towards meeting societal needs.” Through exposing students to the understanding of how historical facts or events shape the German present, the dynamic process of historical and societal change and the internal and external challenges of building and maintain nation-statehood, the course on Consolidating Nation-Statehood will instill broadmindedness, ability to assess evidence, objectivity and critical competence in students, thereby, contributing to the efforts of the University to meet the needs of the immediate and larger society and the global village and as well further the University’s mission to “produce graduates who are worthy in character and sound judgment.”

### **Overview**

The late 19<sup>th</sup> century and the 20th century witnessed varied developments, experiences and upheavals in the German nation-state. From the war victories that saw the achievement of German political unity, the economic buoyancy following industrialization and the achievement of empire to the destruction and devastation World War I & II, the unstable Weimar Republic and Nazi Germany, misery and suffering (the Holocaust, German expulsions and divisions). The course will dwell on the various steps and challenges towards building national cohesion and stabilizing the newly won German nation-state. It will examine the dynamics of internal political, social and economic factors as well as overview foreign policy and international relations factors that impacted on the working of the nation state. This study will be enhanced and augmented by viewing and discussing some films dealing with various events and topics of German history in the period.

### **Objectives**

The objectives of the course include:

- i. differentiating the major German political regime changes and major policies in the period.
- ii. enhancing students’ knowledge of Weimar democracy and its pitfalls

- iii. surveying some of the major challenges to unity and internal cohesion
- iv. examining the various factors that lead to the world wars
- v. providing students with a comparative and critical bases for understanding and assessing nation-building in their countries

### **Learning Outcomes**

On the successful completion of this course, students should be able to:

- i. identify the major political regime changes of the unified Germany in the period of study
- ii. discuss some major policies and their impact on internal stability and peace with other countries
- iii. outline the main features of Weimar democracy and the challenges
- iv. show knowledge and understanding of the remote and immediate causes of the world wars
- v. reflect on comparative issues in German and Nigerian history in the quests for stable statehoods.

### **Content**

This includes composition and structure of the German empire including the central institutions of the executive and parliament, salient internal and foreign policies/relations of the Bismarckian Reich, salient internal and foreign policies/relations of the Wilhelmian Reich, remote and immediate causes of the First World War, the collapse of the German Reich and transition to the Weimar Republic, the challenges, triumphs and collapse of the Weimar Republic, the chancellorship of Adolph Hitler and Nazi Germany, the Second World War, the defeat and division of Germany

### **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, German history textbooks, Films on German history, film/video viewing and audio equipments.

=====

UI-GER 213 **Introduction to European Civilisation** (2 Units; Electives; LH=30)

### **Senate-Approved Relevance**

This course is relevant to the overall vision of the University of Ibadan, 'To be a world-class institution for academic excellence geared towards meeting societal needs.' That is because this course on introduction to European Civilization will contribute immensely to the university's efforts to meet the need of the immediate and larger society by enhancing the skill and practice of employing history and historiography to reconnect past events with that of the present and project viable solutions for the now and the future. Also, the course will contribute towards the mission of the university 'to contribute to the transformation of society through creativity and innovation.' The course is highly innovative because it will enhance the students' knowledge of

European history and civilization and provide transferable historical, comparative and analytical competence in understanding inter- and cross-continental issues and relations and for solving immediate and larger societal problems and the world at large.

### **Overview**

The study of European languages and the European cultural area justifies knowledge of the civilizational history of Europe. This history, apart from showing the unique trajectory of European cultural descent, also points to the contact and interconnections of the European culture(s) with others including African culture(s), thus contributing to the understanding of cultural identity formations not only of Europe but also of Africa. A living society is the one whose heritages are original, with memories of heroic adventures and cultural relevance. The course focuses on processes, changes and continuities and will keep names and dates to the necessary minimum. It takes an overview of Europe from the breakdown of the old order to the birth of the new Europe. It considers the impact of the renaissance and reformation in shaping the new vision of the world overviews European relationship with the wider world.

### **Objectives**

The objectives of the course includes:

- i. describing a survey of the birth of the new Europe and nations;
- ii. identifying causes for the breakdown of the old order;
- iii. surveying the impact of the renaissance and reformation in shaping the new vision of the world;
- iv. describing the importance of European relationship with the wider world.

### **Learning Outcomes**

On completion of the course, students should be able to:

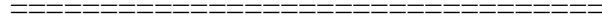
- i. vividly discuss a survey of the birth of the new Europe and nations;
- ii. describe the breakdown of the old order;
- iii. identify the importance of the renaissance and reformation in shaping the new vision of the world;
- iv. relate the importance of European relationship with the wider world.

### **Course Contents**

The course content includes: division between Graeco-Roman ‘civilization’ and ‘barbarians’, The fall of Rome, political and cultural consequences of the long-lasting division between eastern and western Christendom, the medieval synthesis of cathedral and university, role of Byzantium and Islam in European Civilization, intellectual and religious renewal and conflicts between the Renaissance and Enlightenment, the impact of the renaissance and reformation in shaping the new vision of the world, revolutionary transformations in politics, society, economy and culture, especially manifest in the nation- and state-building processes of the long nineteenth century, survey of the birth of the new Europe and nations, European relationship with the wider world.

**Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, textbooks, film/video viewing and audio equipments, Cultural artefacts relating to Europe cultural history, historiography and cultural traditions



## **30% CCMAS COURSES FOR GERMAN STUDIES, UI-GER 300 LEVEL**

UI- GER 308 **General translation** (2 Units; Elective; L=15; Practical= 45)

### **Senate-Approved Relevance**

This course is relevant to the overall vision of the University of Ibadan, 'To be a world-class institution for academic excellence geared towards meeting societal needs.' The focus is on the theory and techniques of translation. Translation is from German to English with various registers and text genres. The course further attempts to combine the newest theories with the most current industry practices.

### **Overview**

In this course, student-centred learning and teaching activities are designed to enable students to understand fundamental theories and concepts, develop their generic skills, and address their career aspirations in translation. The newest theories are combined with the most current industry practices. The importance of translation into and from the German language in the world of commerce and industry is stressed. There is also an introduction to digital tools for translation. This is because in the last few decades the translation industry has been going through rapid and fundamental change due to the emergence of new digital tools, including computer aided translation tools, statistical machine translation, crowdsourcing and social media, amongst others.

### **Objectives**

The objectives of the course are as follows:

- i. To introduce the important fundamental theories of translation
- ii. To introduce the different types of translation, e.g. literary translation, technical translation, legal translation, etc.
- iii. To point out the peculiarities of translation into and from the German language into English, with both languages being Germanic languages;
- iv. To introduce the most current digital tools for translation.
- v. To explain how digital tools like computer aided translation tools, statistical machine translation, crowdsourcing and social media have advanced the practice of translation in the last two decades
- vi. To advance the level of language competence of students by emphasising on vocabulary building, leading to better translating ability.

### **Learning Outcomes**

On completion of the course, students should be able to:

- i. discuss the current important and fundamental theories of translation;
- ii. explain the different types of translation and understand the peculiar skills needed for each one;



- iii. identify and logically discuss the importance of translation into and from German in view of the importance of the German language in world academic, economic and political circles.
- iv. demonstrate appropriate application of current digital tools for translation ;
- v. show improved vocabulary in translation practicals

### **Course Contents**

The course contents are as follows:

Introduction to the important fundamental theories of translation, techniques of translation, types of translation, use of digital tools for translation, vocabulary enhancement.

### **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, textbooks, Computer/Internet, German translation software, Books on translating theories, German-English, English-German Dictionaries

=====

UI-GER 309 **German Literature I (Survey of 18th – 20th Century trends)** (2 Units; Elective; LH=30)

### **Senate-Approved Relevance**

This course is relevant to the overall vision of the University of Ibadan, ‘To be a world-class institution for academic excellence geared towards meeting societal needs.’ It surveys the changing trends in German literature over a period of about two hundred and fifty years, till the end of the Second World War in 1945. The emergence and development of the modern novel as a literary genre is the most important feature of the period.

### **Overview**

It is an overview of trends that starts from the age of Enlightenment, which began with the important period preceding German Romanticism. This was the so-called “Sturm und Drang” period, from the late 1760s. It was followed by a significant cultural and literary revival that was to provide the basis of one of Germany’s most exalted literary periods, the Weimar Classicism of the 1790s (sometimes called the “age of Goethe”). German Romanticism fused in to this age – a movement that developed a little later than in other parts of Europe, and was the dominant intellectual movement of German-speaking countries in the late 18th and early 19th centuries, influencing philosophy, aesthetics, literature, and criticism. The course ends with 20th century German Literature, with the strong influence of the two world wars being a major topic.

### **Objectives**

The objectives of the course are as follows:

- i. To introduce the Literature of the age of Enlightenment;
- ii. To introduce the themes and trends of the period, including social upheaval, reversals of personal status, political satire and geographical exploration. In particular, German

- iii. Romanticism valued wit, humour, and beauty;
- iv. To introduce the important writers of this period, e.g. Gotthold Ephraim Lessing, Wolfgang von Goethe, Gottfried Herder and Wilhelm Schlegel;
- v. To familiarize students with trends in German 20th-century literature, dealing with the events that shaped German and European history

### **Learning Outcomes**

On completion of the course, students should be able to:

- i. Appreciate the importance of the Literature of the age of Enlightenment
- ii. Understand the themes and trends of the period
- iii. Be aware of the important writers of the period and their major writings
- iv. Be conversant with the events that shaped German history in this period.

### **Course Contents**

The course contents are as follows:

Introduction to the Literature of the age of Enlightenment, themes and trends of the period under review, important writers of the period from 1760 to the end of the Second World War, how the events of the period shaped German and European History.

### **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, textbooks, representative literary works of the period, Cultural artefacts relating to German literary traditions,

=====

UI-GER 310 **Contemporary German Literature** (2 Units Required; LH=30)

### **Senate-Approved Relevance**

This course is relevant to the overall vision of the University of Ibadan, ‘To be a world-class institution for academic excellence geared towards meeting societal needs.’ It focuses on Literature in contemporary Germany, after the end of the Second World War. The course follows the literature of the period from the time that German society was struggling to adapt to post war conditions in Germany to modern Germany’s post Reunification.

### **Overview**

The course focuses on surveying German literature from post-World War II to the 21<sup>st</sup> century present within its historical-political and social contexts and providing understanding of the major forces involved in the creation of important works of the German language in this century. Some prominent authors of the period will be identified and basic features of contemporary literature like heterogeneity of texts and new forms of authorial self-representation, Narrative techniques like pastiche, intertextuality, the deconstruction of textual coherence and ironic representations of ideological concepts using contradictory genres together will be elementarily

explained. This study will be enhanced and augmented by viewing and discussing some films dealing with various events and topics of German history in the period.

### **Objectives**

The objectives of the course are as follows:

- i. engaging with the contexts of globalization and Europeanisation, political and social changes and challenges involved in the creation of important works of the German language in this century
- ii. providing guidance on the history, sources, trends, methods and tools of literary studies and appreciation of contemporary German literature.
- iii. highlighting various significant authors of the German-speaking literature after 1945 and of their works dealing with the representation of the period of National Socialism and the Second World War
- iv. deepening the skills of literary reading and analysis/appreciation with selected texts

### **Learning Outcomes**

On completion of the course, students should be able to:

- i. identify and discuss the historical-political and social contexts that shaped German literature in the period under study
- ii. highlight and discuss key features of trends in the literature of the period
- iii. demonstrate knowledge of significant authors of the German-speaking literature after 1945 and of their works dealing with the representation of the period under study
- iv. illustrate improved knowledge and competence in literary appreciation through oral and written discussions of themes and issues

### **Course Contents**

The course contents are as follows:

Historico-political Germany from 1945, themes and trends of the period under review, important writers of the period from 1945 to post-unification of the Germanys, practical reading of selected authors.

### **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, textbooks, representative literary texts, Cultural artefacts relating to German literary traditions. Films on German history, film/video viewing and audio equipments.

=====

UI-GER 312 **Division and Reunification (1945-1990)** (2 Units; Required; LH=30)

**Senate-Approved Relevance**

This course is relevant to the overall vision of the University of Ibadan, 'To be a world-class institution for academic excellence geared towards meeting societal needs.' It focuses on the immediate and remote causes of the division of Germany into East and West and the journey to reunification, which was finally achieved in 1990. There is particular emphasis on the lessons learnt from the experiences of both the capitalist West and the socialist East Germany after the Second World War.

### **Overview**

Hitler's Germany was defeated in the Second World War (1939-1945). The separate paths of both Germanys after the war are highlighted in this course. While the capitalist-oriented West Germany profited from not having to pay reparations to its Western conquerors, and instead was helped back on its feet by the Marshall Plan, the East was not so lucky. The course ends by highlighting the events of 1989 in East Germany that led to the fall of the Berlin Wall and eventual reunification. There is an attempt to point out what a country like Nigeria can learn from Germany's division and reunification.

### **Objectives**

The objectives of the course are as follows:

- i. To study the causes of the division of Germany into East and West;
- ii. To analyse the East-West differences in Germany before 1990;
- iii. To study effects on the Germans of living in different political and economic systems;
- iv. To highlight the special role of Berlin in division and reunification;
- v. To analyse the tremendous amount of diplomacy, strong international partnerships and deft political manoeuvring that led to reunification;
- vi. To analyse the extent of real unity or lack thereof of the reunited Germany since 1990.

### **Learning Outcomes**

On completion of the course, students should be able to:

- i. explain the causes of the division of Germany into East and West;
- ii. Analyse the East-West differences in Germany before 1990;
- iii. state the effects of different political and economic systems on Germans in pre 1990s;
- iv. identify the special role of Berlin in division and reunification,
- v. Outline the tremendous amount of diplomacy, strong international partnerships, and deft political maneuvering that led to reunification;
- vi. Analyse the extent of real unity or lack thereof of the reunited Germany since 1990.

### **Course Contents**

The course contents are as follows:

Introduction to German Post War history, causes of the division of Germany into two, the Berlin Question/the Berlin Wall, the roles of the USA and the Soviet Union, the East/West dichotomy, diplomatic maneuvers leading to reunification, how the events of the period shaped German, European and world history.

## **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, textbooks, Films on German history, film/video viewing and audio equipments, Cultural artefacts relating to German Post War history, Books on Communism and Capitalism, Books on World War II.

=====

UI-GER 313 **Research Skills and Methods in German Studies** (2 Units; Required; LH=30)

### **Senate-Approved Relevance**

This course is relevant to the overall vision of the University of Ibadan, 'To be a world-class institution for academic excellence geared towards meeting societal needs.' The course discusses what research skills are, why they are important how they are employed in German studies. Through developing appropriate practical competence in research execution, the course on research skills and methods in German studies, contribute to producing creative and innovative graduates capable of helping to solve immediate societal and global needs in line with the missions of the university.

### **Overview**

Generally speaking, employers value employees that are competence in research skills because they help a company develop new products or services and improve on existing ones, identify the needs and wants of their customers, keep up with changes in the industry and compete effectively in their markets. Developing good research skills can help current students in several ways in their studies and throughout their careers after graduation. Specifically, research in German studies is multi/interdisciplinary and explores German literature, German film, former East and West German societies and cultures, language and translation studies, critical discourse analysis, contemporary society and culture, and German history, thought, economy, politics and media including intercultural and international relations topics.

### **Objectives**

The objectives of the course are as follows:

- i. Explaining the meaning of research, research skills and methods
- ii. enhancing students' ability to identify appropriate research topics and methodologies in German studies.
- iii. providing knowledge of various types of research sources in German studies
- iv. developing the practical skills necessary to undertake a research project

### **Learning Outcomes**

On completion of the course, students should be able to:

- i. identify and logically discuss what research is, various research skills and methods
- ii. identify appropriate research topics and methodologies
- iii. search for and critically appraise relevant sources
- iv. develop research report writing skills and understand the structure for presentation

**Course Contents**

The course contents are as follows: meaning of research in German studies; research skills and their importance; Information literacy; reading, memory recall, note-taking, and planning skills; Choosing/developing the research topic; Finding/Developing/writing good research questions; Identifying/Evaluating appropriate scholarly sources/Types of sources; report-writing and written communication skills/ information synthesis skill; citing sources(in-text) [MLA, APA, Chicago and UI]; citing sources(Reference, Bibliography); abstracts/outline writing skills; research presentation skills in German language

**Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, relevant text books, manuals.

## **30% CCMAS COURSES FOR GERMAN STUDIES, UI-GER**

### **400 LEVEL**

UI-GER 408 **German Literature, Drama and Poetry** (2 Units; Elective; LH=30)

#### **Senate-Approved Relevance**

Through cultivating flexible and wise insights into the world and people by studying the drama and poetry literature and culture of German-speaking countries and, thereby, nurturing individuals with advanced linguistic expression and cultural transmission skills, this course is relevant to the overall vision of the University of Ibadan, “To be a world-class institution for academic excellence geared towards meeting societal needs”, and furthers as well the University’s mission to “produce graduates who are worthy in character and sound judgment.”

#### **Overview**

This course provides the opportunity to discuss, orally and in writing, cultural, ethical, and social issues on a stylistically advanced level. It focuses on a close reading of representative and influential drama and poetry works from the nineteenth century to the present situating these texts in the history of German culture and society. Among representative names in dramatic literature include Gotthold Ephraim Lessing, Friedrich Hebbel, Bertolt Brecht, Carl Zuckmayer, Max Frisch, Friedrich Dürrenmatt, Lukas Bärfuss, Kerstin Hensel, Elfriede Jelinek, Fritz Kater (=Armin Petras), Dea Loher, Volker Lösch, Marius von Mayenburg, Felix Mitterer, Albert Ostermaier, René Pollesch, Rimini Protokoll (=Helgard Haug, Stefan Kaegi and Daniel Wetzel), Milo Rau, Kathrin Röggla, Eugen Ruge, Sasha Marianna Salzmann, Roland Schimmelpfennig, Kerstin Specht, and others; and in poetic literature include Klopstock, Goethe, Hölderlin, Brentano, Eichendorff, Droste-Hülshoff, Heine, Mörike, Hofmannsthal, George, Rainer Maria Rilke, Trakl, Lasker-Schüler, Bertolt Brecht, Benn, Eich, Bachmann, Enzensberger, Celan, Jandl, Sarah Kirsch, Brinkmann, Ann Cotton, Kling, Jürgen Becker, Marcel Beyer, Bas Böttcher, Volker Braun, Zehra Çirak, Max Czollek, Heinrich Detering, Esther Dischereit, Ulrike Draesner, Wiglaf Droste, and others

#### **Objectives**

The objectives of the course include:

- i. highlighting important social, cultural, political, and intellectual issues including questions of the recent German past and the representation of history, questions of gender and sexuality, exile and alienation and others
- ii. enhancing students in-depth knowledge of and competence in German language and culture through intense acquaintance with the richness of expressions and diverse themes in the dramatic and poetic works

- iii. broadening students' knowledge of German-language poems and the major authors of German drama
- iv. deepening knowledge of German literary-cultural history through the close study of texts from particular times and contexts.
- v. providing students with a comparative and critical bases for intercultural self reflectivity

### **Learning Outcomes**

On the successful completion of this course, students should be able to:

- i. identify important social, cultural, political, and intellectual issues arising from the various drama and poems studied
- ii. demonstrate improved knowledge and competence in German language and culture through oral and written discussions of themes and issues
- iii. identify and critically discuss major German playwrights and poets and their works
- iv. show critical and deep understanding of German literary traditions covered in the periods studied
- v. demonstrate critical intercultural understanding of issues and themes covered in the course

### **Content**

This includes lectures and in-depth discussion of selected representative literary movements/traditions of the period selected according to texts including Romanticism, Classicism/Weimar Classicism, Sturm und Drang; Biedermeier, Vormärz, Realismus, Naturalismus; Expressionism, Dada, Neue Sachlichkeit; postmoderne, gegenwarts, others; close reading of selected representative works

### **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, relevant text books, manuals, German literary history textbooks, Audio-visual equipments.

=====

UI-GER 409 **German for Specific Purposes** (2 Units; Elective; LH=30; Practical=45)

### **Senate-Approved Relevance**

This course aligns with the overall vision of the University of Ibadan, “To be a world-class institution for academic excellence geared towards meeting societal needs.” This is because this course on German for specific purposes will greatly contribute to the university’s effort to meet the need of the immediate and larger society including that of the global village in supporting entrepreneurial skill acquisition. Through focusing on characteristic features of professional communication and providing students with the relevant specialised language structures and professional communication skills they need for entrepreneurship and/or effective and rewarding service delivery in the workplace, this course further underscores to the University’s mission to “contribute to the transformation of society through creativity and innovation.”



## **Overview**

Fluency in German and intercultural competence offer the greatest advantages to students/graduates in the pursuit of careers in business, science, engineering and the media. This course overall will help students deepen their language and intercultural skills and gain global perspectives - qualifications sought by many international businesses and organizations. Emphasis will be on topics in business, administration, science and the media.

## **Objectives**

The objectives of the course include:

- i. providing a broad spectrum of cultural and business materials to enhance practical reading, writing, speaking, listening comprehension skills and work on grammar directed toward the use of German for business and professional purposes.
- ii. exposing students' to the terminology and techniques used in (local and international) commercial transactions, including the interpretation of business materials, stylistics in business correspondence and report writing
- iii. using materials from recent publications in science and technology to build general and technical vocabulary in science and technology and the media
- iv. enhancing contrastive and intercultural awareness of differences in German and Nigerian business practices and attitudes

## **Learning Outcomes**

On the successful completion of this course, students should be able to:

- i. demonstrate understanding of German business terminologies and contexts
- ii. write business correspondence, report and plan in German
- iii. interpret and translate business, science and technology documents
- iv. read and listen with understanding to German electronic/digital and print media
- v. show similarities and differences between German and Nigerian business attitudes and practices

## **Content**

This includes German business culture, German international business, comprehension reading of selected cultural and business materials, practical business letter and report writing, comprehension reading of selected science and technology and media materials; practicing reading and listening to current German media broadcasts

## **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, business German textbooks, resource room with Audio-visual equipments and German cable news subscription.

=====

UI-GER 410 **African Literature in German Translation** (2 Units; Elective; LH=30)

**Senate-Approved Relevance**

This course aligns with the overall vision of the University of Ibadan, “To be a world-class institution for academic excellence geared towards meeting societal needs.” Through enabling students to acquire competence to speak and write about their cultural selves in the foreign language, German, and to recognize cultural interaction and cultural identity negotiation in translated texts, graduates of the course on African Literature in German Translation can confidently interact on equal cultural self-knowledge in the foreign language and acquire the ability to critically assess and negotiate communication. Thus the course contributes to the efforts of the University to meet the needs of the immediate and larger society and the global village by producing “graduates who are worthy in character and sound judgment.”

### **Overview**

The abrupt end to German colonialism in Africa following Germany’s defeat in the First World War (1914-1918) halted the prospective development of literary writing on African cultures in German by autochthonous German-speaking Africans thus preventing not only the full development of appropriate terminologies in German for African cultural and social realities but also made unavailable a ready corpus of terminologies by which African learners of German can speak of their own African realities using the German language. However, African literature are today translated the most into German compared to any other European language and these translations are very often carried out by Germans. The translations find nominal or descriptive terminologies in German for African cultural and social realities. This course in literature and translation will focus on developing the competence of Nigerian/African learners of German to read, speak and write about their African social and cultural realities in German through reading African literature in German translations. It will also afford discussions on the terminologies used in the translations.

### **Objectives**

The objectives of the course include:

- i. exposing students to African and German cultures’ linguistic interaction in translated texts
- ii. enhancing the development of German vocabularies for African social and cultural realities
- iii. promoting the analysis and appreciation of African literature in German
- iv. providing students with a comparative and critical bases for intercultural self reflectivity

### **Learning Outcomes**

On the successful completion of this course, students should be able to:

- i. discuss the meaning relationships of terminologies and contexts
- ii. demonstrate improved knowledge and competence in German language through oral and written discussions of African socio-cultural themes and issues
- iii. successfully undertake literary analysis or appreciation of the African texts
- iv. demonstrate critical intercultural understanding of issues and themes from the texts

### **Content**

The course content includes African literature in translation, Reading analysis of selected texts from African literature in German translations including *Okonkwo oder das alte stürzt, Alles*

*Zerfällt* (Chinua Achebe's *Things Fall Apart*), *Aké, Jahre der Kindheit* (Wole Soyinka's *Aké, Years of Childhood*), *Abschied von der Nacht*, *Der Fluss Dazwischen* (Ngugi Wa Thiongo's *Weep not, child; The River Between*), others.

### **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, African literary Texts in German translations, bilingual German and English dictionaries.

=====

UI-GER 411 **German Thought** (2 Units; Elective; LH=30)

### **Senate-Approved Relevance**

This course will greatly contribute to realising the overall vision of the University of Ibadan, "To be a world-class institution for academic excellence geared towards meeting societal needs." One of the ways of knowing a people and culture is through knowing their thoughts and also knowing the backgrounds, traditions and experiences or biographies that produce those thoughts. By exposing students to the awareness and understanding of the German mind and encouraging intercultural and critical engagement with those thoughts in the light of the students' knowledge of his/her own culture, this course will underscore to the University's mission to "produce graduates who are worthy in character and sound judgment" that will contribute to meeting societal needs.

### **Overview**

German thought or philosophy is one of the core elements to the emergence of modern German culture and thus provides an access or perspective to the understanding of the German people, their culture and society. It also helps us to understand the rich contribution of Germans to global philosophy and knowledge. The course will be an introductory survey of selected names in modern German thought from Immanuel Kant and discussions of some of their key thoughts.

### **Objectives**

The objectives of the course include:

- i. Introducing students to prominent names and their backgrounds in modern German thought
- ii. Exposing students to the main thoughts and contributions of selected German thinkers
- iii. developing the ability to read and analytically and critically discuss primary literature
- iv. building intercultural competency skills of recognizing, describing, and engaging critically and comparatively with diverse perspectives and positionalities within German-speaking societies and within one's own.

### **Learning Outcomes**

On the successful completion of this course, students should be able to:

- i. Identify and discuss prominent thinkers of modern German thought
- ii. Demonstrate intercultural competency by comparing and contrasting some German thoughts with one's own culture's or society's indigenous thoughts
- iii. show proof of the ability to write an autonomous paper

## **Content**

The content includes Immanuel Kant and the German Philosophical Revolution; Novalis and Early Romanticism; Hegel and Marx, from Idealism to Materialism; Schopenhauer, Pessimism; Nietzsche and the death of God; Max Weber and the Crisis of Reason; Heidegger and the Question of Being; Adorno, Habermas and the Frankfurt School, the New Duties of Philosophy.

## **Minimum Academic Standards**

German philosophy textbooks,

=====

UI-GER 412 **Contemporary German Life and Society** (2 Units; Elective; LH=30)

## **Senate-Approved Relevance**

Through exposing students to current and authentic situation and manner of life in German society, this course on Contemporary German Life and Society will enable current and prospective graduates of the course to develop the critical base knowledge and requisite intercultural competence to connect with the German society in their careers and endeavours based on sound judgment and thus contributes greatly to the overall vision of the University of Ibadan, “To be a world-class institution for academic excellence geared towards meeting societal needs”, and to its mission to “produce graduates who are worthy in character and sound judgment.”

## **Overview**

This course is an advanced language course that is focused on current themes, structures and institutions that shape how Germans live today including the family system, media, social structure, gender and sexuality, youth culture and everyday life, music, immigration and multicultural accommodation, others. Chosen topics of the course are crucial to understanding the modern German-speaking world. Special attention is paid to critical cross-cultural and intercultural engagements with selected topics regarding Germany and Nigeria/Africa. The course will engage students with a variety of texts and media formats on diverse topics. This course will be enhanced and augmented by viewing and discussing some films dealing with various events and topics of contemporary German life and society.

## **Objectives**

The objectives of the course include:

- i. exposing students to the main features and character of German life and society today
- ii. developing critical self-other reflectivity
- iii. strengthening the information gathering skills of students
- iv. enhancing the acquisition of specialized vocabulary on selected topics
- v. nurturing critical engagement with themes in speaking and writing

## **Learning Outcomes**

On the successful completion of this course, students should be able to:

- i. engage personally and in depth with aspects of German culture through written projects.

- ii. use appropriate vocabulary and structures to characterize and discuss diverse aspects of German culture in German
- iii. compare and contrast modern German culture and society with the African/Nigerian culture and society.
- iv. discuss issues critically from diverse perspectives
- v. analyse cultural perspectives and values of a multicultural world.

### **Content**

Content includes family and gender roles, cultural diversity and relations, religious diversity and relations, child rights and upbringing, social class structure and social welfare, gender and sexuality, marriage and divorce, others

### **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, German civic textbooks, resource room with Audio-visual equipments and cable news subscription

=====

UI-GER 413 **Germany and Africa** (2 Units; Required; LH=30)

### **Senate-Approved Relevance**

This course will greatly contribute to realising the overall vision of the University of Ibadan, “To be a world-class institution for academic excellence geared towards meeting societal needs.” By historically tracing the nature and patterns of Germany’s multifaceted involvement with Africa, creating awareness of the various temperaments that underlie their relations and outlining the principles of relations among states in the global community, the course will contribute to the university’s mission of producing graduates with the requisite knowledge and sound judgment that can contribute to solving the needs of the immediate and larger society and the global village.

### **Overview**

The course uses historical and international relations approaches to examine issues arising from the nature, process and outcomes of Germany’s involvement with Africa beginning with German colonialism in Africa. It aims to familiarize the student with salient and strategic issues in the relations between Germany and Africa as well as strengthen the students’ skill in information gathering, critical thinking and analysis.

### **Objectives**

The objectives of the course include:

- i. highlighting the factors that variously determined Germany’s relations with Africa
- ii. outlining the basic features and character of German-African relations in the periods of study
- iii. stimulating enquiry into the responses of African states to their relations with Germany
- iv. enhancing understanding of global interactions, both in the historical past and in the present, focusing largely on political, economic, social and cultural issues that dominate the international agenda.

- v. strengthening students' skill in information gathering, critical thinking and analysis.

### **Learning Outcomes**

On the successful completion of this course, students should be able to:

- i. identify in details the factors that variously determined Germany's relations with Africa
- ii. clearly state and clarify the basic features and character of German-African relations in the periods of study
- iii. critically evaluate the responses of African states to their relations with Germany
- iv. apply the principles and approaches of international relation to assess current issues in German-African relations
- v. demonstrate critical thinking and analysis in the evaluation of various source materials in written projects

### **Content**

Content includes early German colonial contact with Africa, German aversion for and later drive for colonies in Africa, Processes of acquisition of Colonies in Africa, Administration of the colonies and relation with African natives, Relation between the two Germanys and attitudes towards Africa, African foreign policy/Relations of the GDR and the FRG, Post German unification relations with Africa, German Foreign policy interests in Africa and means for their realization, African interests in her relations with Germany

### **Minimum Academic Standards**

Standard classroom, smart board, laptop, projector, functional email account, relevant textbooks on German colonial history, post war histories and international relations, Film/video viewing equipments.